



Whole School Relationships Policy – Ilketshall St Lawrence

Our Ethos

Our ethos at Ilketshall St Lawrence School is to have a happy, lively and productive community where children are valued as individuals, encouraged to take care of themselves and are respectful of each other. Therefore, we have key principles for behaviour for our school community which underpins this ethos. In this school, we believe that everyone has a role in promoting positive behaviour. All adults within the school environment have a duty to act as a good role model in all areas of behaviour, this includes non-teaching staff, parents and visitors to the school.

Our Principles for Adult Behaviour

All adults in the school actively promote these 5 pillars of practice;

1. We all behave in a calm and consistent manner.
2. We listen with respect and provide systems which promote positive behaviour
3. We develop positive relationships, which promote self-esteem and self-discipline
4. We establish clear expectations of all members of the school community.
5. We follow up behaviour incidents with a restorative conversation in a timely manner.

Our Rules

All members of the school community are expected to abide by these three key rules;

We are respectful
We are safe
We are ready

Our Recognition Systems

All classes will use a recognition board in order to promote positive behaviour. Weekly or daily the class teacher will decide on a specific learning attitude to focus on. The teacher will add children's names to this board when they have demonstrated the desired attitude. A name can never be taken down and each day the names on the board are cleared/refreshed. In addition to the recognition boards and celebration awards, children who are applying these principles consistently throughout the week could receive additional recognition for this behaviour through Hot Chocolate Friday and a note home. We will also be Spotlight children each day who will be highlighted by the staff and recognised at the end of the day.



Our behaviour steps

Step One: The Warning - Children will be given a quiet reminder of their previous good conduct to prove that they can make good choices.

Step Two: The Caution - A clear verbal caution directed quietly at the pupil making them aware of their behaviour and clearly outlining the consequences.

Step Three: The Last Chance – Final warning and a brief restorative conversation delivered in a timely manner as appropriate.

Step Four: Time Out: The pupil is directed to take time out to reflect on the choices they have made and make a positive decision to rectify their behaviour.

As part of our restorative approach to behaviour management, the adult sending the pupil to time out will meet with the pupil as soon as practical to discuss the reasons why they were sent to and strategies to alter behaviour to stop it reoccurring. This incident will also be logged on the Scholarpack system.

Step Five – The letter/meeting with Parents – Should the pupil still persist in disruptive, disrespectful or unsafe behaviour and there are 6 incidents logged on Scholarpack then a letter will be sent home to parents, if this increases to 10 incidents then parents will be asked to meet with the senior leadership team and class teacher to discuss this further.

Persistent incidents of poor behaviour following meeting with parents could lead to further discussion about consequences, including possible exclusion.

Restorative Practice

The Restorative framework is based upon '*knowing the effect that I have on others*'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Pupils who struggle with their personal discipline do benefit from a consistent approach. All staff will work in partnership with the children and the parents to support behaviour choices. Simple agreements that give the child the same message have maximum impact.

Other Policies relevant to this one:

Anti-bullying and Discipline

Equality and Cohesion